

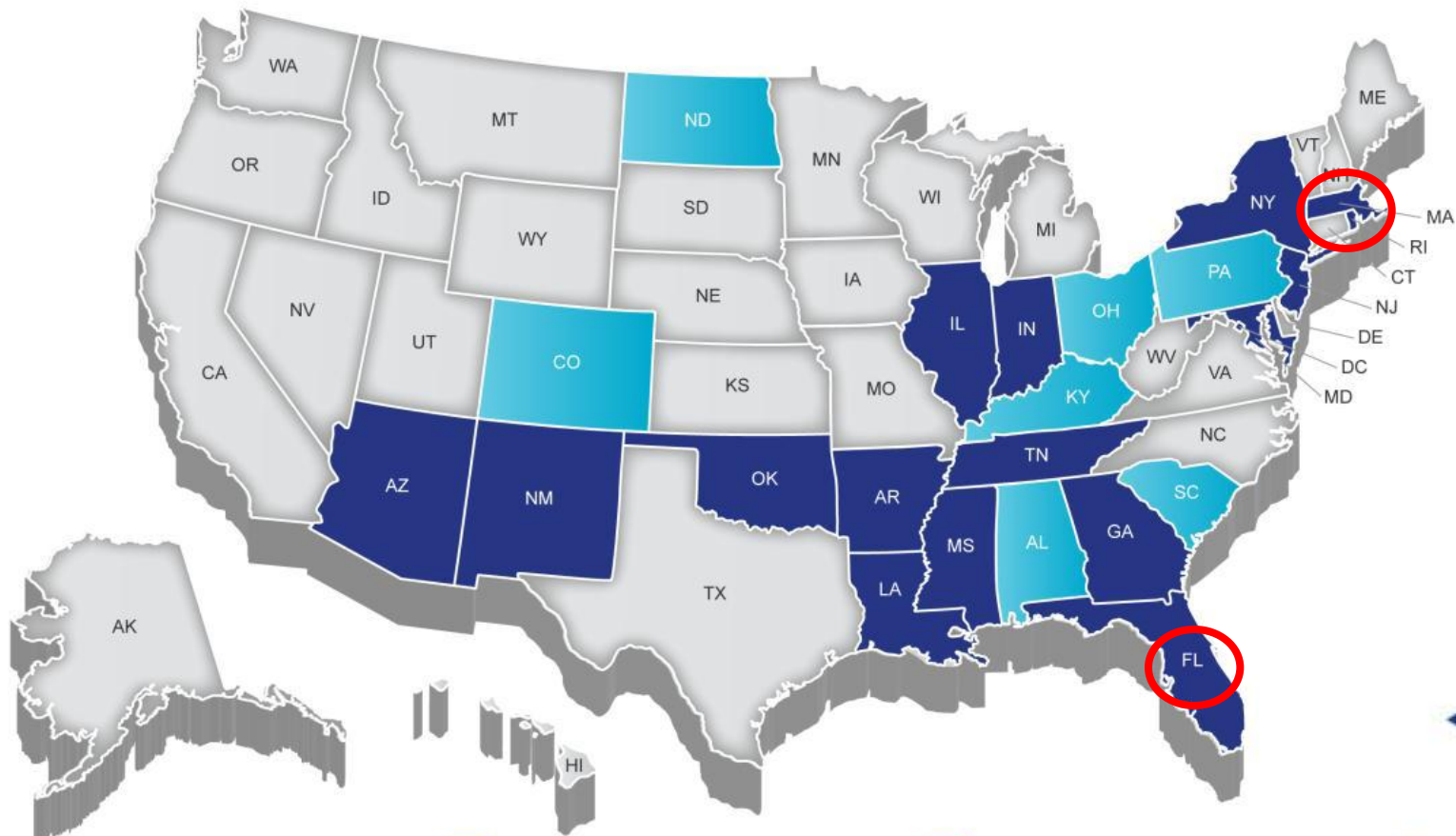


The Partnership for Assessment of Readiness for College and Careers

Webinar: Model Content Frameworks for ELA/Literacy

November 22, 2011

Partnership for Assessment of Readiness for College and Careers (PARCC)



Governing Board States

Participating States



The PARCC Assessment Design

BEGINNING
OF YEAR

English Language Arts/Literacy and Mathematics, Grades 3–11

END
OF YEAR

Flexible

Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD

Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative


Performance-Based Assessment (PBA)


- Extended tasks
- Applications of concepts and skills

End-of-Year Assessment

- Innovative, computer-based items

Speaking
And
Listening

 Summative,
Required assessment

 Non-summative,
optional assessment



Purposes and Audiences

Purposes

- Support implementation of the Common Core State Standards
- Inform development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school

Audiences

- Primary audience includes state and local curriculum directors
- Frameworks are also available as resources for classroom teachers and building administrators



Development Process

- State-led process that included ELA content experts in PARCC member states and members of the Common Core State Standards writing team
 - ELA/Literacy Rapid Response Feedback Group (content experts from a subset of PARCC states): Marcia Barnhart (OH), Agurann Bates (IL), Marilee Beach (AZ), Dana Breitweiser (AR), Diane Fettrow (FL), Sarah Galetti (AZ), Kate Gerson (NY), Kathy Lauritzen (MD), Erik Sweet (NY), Whitney Whealdon (LA), Susan Whelple (MA)
- Three rounds of feedback; nearly 1,000 individual comments were submitted from K–12 educators, principals, superintendents, higher education faculty, school board members, parents, and students during August public review



Approach of the Model Content Frameworks for ELA/Literacy

- PARCC Model Content Frameworks provide one model for how to organize content and integrate the four strands of the CCSS
- They **focus on framing the critical advances in the standards:**
 - Reading complex texts
 - Reading a range of texts—literature and informational
 - Writing effectively when using and/or analyzing sources
 - Conducting and reporting on research
 - Speaking and listening
 - Using knowledge of language effectively when reading, writing, and speaking



Themes from Feedback on Draft Model Content Frameworks for ELA/Literacy

Feedback: Include grades K-2 and grade 12

Revision: K-2 frameworks will be released in late 2012

Feedback: Clarify terminology on the Model Content Framework Chart

Revision: Refinements made to language and placement of standards in chart

Feedback: Describe relationship between close reading and other types of meaningful reading

Revision: Frameworks now include discussion of comparing and synthesizing ideas

Feedback: Clarify importance of “great books” and exceptional literature

Revision: Language added to reflect diverse range of authors and perspectives



Themes from Feedback on Draft Model Content Frameworks for ELA/Literacy

Feedback: Expand definition of text

Revision: Use of multimedia is now reflected in selection of texts and presentation of research

Feedback: Clarify role of narrative writing, including relationship to writing informative/explanatory and argumentative pieces

Revision: Frameworks now reflect the use of and relationship between all types of writing: narrative, informative/explanatory, argumentative, and analytic (a blend of purposes)

Feedback: Provide references to the research supporting the CCSS and ELA/Literacy Model Content Frameworks

Revision: A clear reference to Appendix A of the CCSS is now included



Key Elements of the Model Content Frameworks

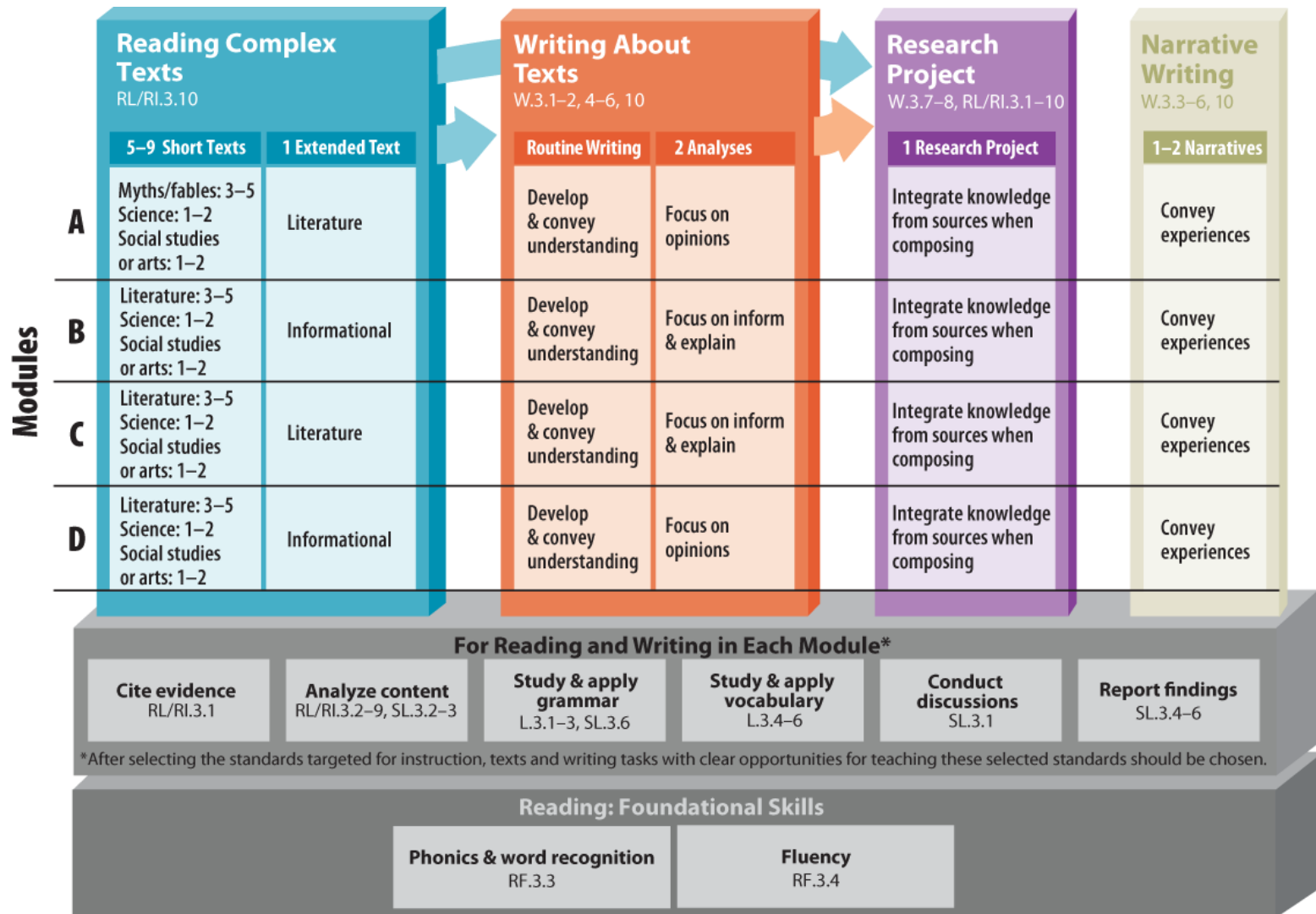
Section 1. Narrative Summary of the ELA Standards


Section 2. The Model Content Framework Chart

Section 3. Key Terms and Concepts for the Model Content Framework Chart

Section 4. Writing and Speaking and Listening Standards Progressions Charts

Model Content Framework Chart for Grade 3





Example of Key Terms and Concepts for Grade 3

Key Terms and Concepts for Grade 3 ELA/Literacy Model Content Framework Chart


Reading Complex Texts

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.¹⁸ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, page 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, page 31).

One extended text: This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter



Writing Standards Progression from Grade 8 to Grades 9–10

Grade 8, Standard 1 (W.8.1)

Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9–10, Standard 1 (W.9–10.1)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.



Speaking and Listening Standards Progression from Grade 5 to Grade 6

Grade 5, Standard 1 (SL.5.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Grade 6, Standard 1 (SL.6.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.



Possible Uses of the Model Content Frameworks

- Assist in transitioning to the CCSS
 - Help inform curriculum, instruction, and assessment
 - Increase educator engagement and awareness
- Assist in evaluating resources
- Provide awareness on the balance of tasks
- Help educators think more deeply about the standards, especially foundational structures
- Inform grade-level analyses



Guidance for Teachers

- The key terms section highlights several important concepts that describe meaningful ways to implement the Common Core State Standards now:
 - Focus on close analytic reading and on comparison and synthesis of ideas
 - Provide guidance on both reading literature and reading informational texts
 - Focus on writing effectively when using and/or analyzing sources



Guidance for Building Administrators

- Using the module chart and the other charts to guide discussions around implementation of the standards
- Focusing on the key terms to ensure consistent understanding and use of these terms throughout a school
- Facilitating dialogue among disciplinary teachers to foster student literacy development across contents



Guidance for Curriculum Developers

- Using the module chart with the standards to sketch out potential model instructional unit plans
- Using the key terms to ensure consistent application of the terms as curricula are developed
- Recognizing the shifts in the standards from grade to grade and using these shifts as grade-level curricula are developed and as materials are purchased to align with the curricula



Releasing the Content Frameworks

- Frameworks are available at www.parcconline.org
- Frameworks intended to be dynamic and responsive to evidence and ongoing input
 - In Summer 2012, once educators have used the frameworks, PARCC will collect feedback and refine frameworks as necessary
- PARCC will develop additional model instructional tools and supports that build on the frameworks
 - Model Instructional Units
 - Text Complexity Tool
 - Educator Leader Cadres
 - Item specifications
 - Item and task prototypes



QUESTIONS?



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